



Australian Government

Department of Education, Employment and Workplace Relations

TAEDES501A Design and develop learning strategies

Release: 1

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Modification History

Version	Comments
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TAEDES501A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, develop and review learning strategies.

Application of the Unit

This unit typically applies to those who develop learning strategies relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is provided in the content of specific learning programs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine the parameters of the learning strategy	<p>1.1 Clarify the purpose of the learning strategy, likely target groups and their learning needs</p> <p>1.2 Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option</p> <p>1.3 Consult with relevant people to confirm the parameters of the learning strategy</p>
2. Develop the framework for the learning strategy	<p>2.1 Develop a learning strategy design that reflects the requirements of the selected qualification or other benchmark</p> <p>2.2 Analyse <i>industry or organisation documentation</i> to determine additional and supporting requirements</p> <p>2.3 Research and analyse <i>options for design</i>, based on likely target groups, their learning needs and contexts for delivery</p> <p>2.4 Use appropriate learning theories and instructional design principles to support the learning strategy design</p> <p>2.5 Identify and document broad content headings</p> <p>2.6 Consult to modify and confirm the framework</p> <p>2.7 Develop the review process for the learning strategy</p>
3. Devise the content and structure of the learning strategy	<p>3.1 Elaborate on and document each content heading to form an overview of content to be addressed</p> <p>3.2 Sequence the content to support learning and determine overall timelines within operating constraints</p> <p>3.3 Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved</p> <p>3.4 Identify and document appropriate delivery and assessment strategies, taking account of the learning parameters, design framework and learning context</p> <p>3.5 Identify and document operational requirements</p>
4. Review the	4.1 Review the learning strategy in collaboration

learning strategy	<p>with relevant people against specified criteria prior to and post implementation</p> <p>4.2 Document a post-implementation review process that includes <i>measures</i> for identifying the effectiveness and quality of the learning strategy</p> <p>4.3 Make recommendations and changes based on outcomes of the review processes, where appropriate, and document these</p> <p>4.4 Make modifications and document as part of a continuous improvement strategy</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to collaborate with others on the strategy development
- literacy skills to write the learning strategy in accordance with design requirements
- planning skills to:
 - organise and structure the development process
 - identify measures to monitor progress
- research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy.

Required knowledge

- Training Packages, including content of Training Packages relevant to learning strategy
- relevant accredited courses
- Australian Quality Training Framework (AQTF) for registered training organisations (RTOs)
- Australian Qualifications Framework (AQF) including:
 - key features of each qualification level
 - guidelines on cross-sector qualification linkages
- industry and enterprise knowledge, such as:
 - industry or enterprise requirements relevant to the learning strategy
 - industry licensing arrangements, where relevant
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- instructional learning design
- assessment approaches, including:
 - the basis and rationale for different assessment methods appropriate to the learning strategy.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none">• present a minimum of two examples of learning strategies designed by the candidate with differentiated design structures in each that:<ul style="list-style-type: none">• reflect the specific requirements of the qualification or skill set, and• reflect client needs and contexts of application• implement at least one learning strategy• document a review which provides outcomes and evidence of continuous improvement.
Context of and specific resources for assessment	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p>
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Industry or organisation documentation may include:	<ul style="list-style-type: none"> • workplace policies and procedures • internal competency specifications • existing training or learner support materials • existing course information and curriculum • industry codes of practice, guidance notes and other industry information on hazard and risk control • business and risk management strategies • job descriptions • regulatory requirements related to the job, including licensing • outcomes of organisational training needs analyses • documented research relating to potential content • contextualisation rules of relevant endorsed industry Training Packages • relevant Training Package support materials.
Options for design may include:	<ul style="list-style-type: none"> • addressing each unit of competency separately unit by unit within a qualification • clustering units into meaningful combinations to create an integrated learning framework for a skill set or qualification • building from less complex to more complex tasks, skills, knowledge, learning objectives and outcomes • designing around work structures, work organisation and work activities • project-based learning models • synthesising knowledge and skill requirements across the skill set or qualification.
Measures may include:	<ul style="list-style-type: none"> • participant feedback • feedback from clients and industry bodies • enrolments • completion rates • Statements of Attainment, competencies

	<p>achieved, qualifications awarded</p> <ul style="list-style-type: none">• return business• development of language, literacy and numeracy skills as measured by the Australian Core Skills Framework (ACSF).
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Unit Sector(s)

Learning design

Custom Content Section

Not applicable.